amazing me

YEARS 5 and 6

Timing

45 minutes

Materials

- **Social Media** video (https://youtu.be/yCNjiU12gf8)
- **Social Media Post Data Collection Sheet**, one for teacher
- **Social Media Post 1: Group A** handout, one for half of class
- **Social Media Post 1: Group B** handout, one for half of class
- **Social Media Post 2: Group A** handout, one for half of class
- **Social Media Post 2: Group B** handout, one for half of class
- **Social Media Post 3: Group A** handout, one for half of class
- **Social Media Post 3: Group B** handout, one for half of class
- Sticky notes, one per pupil

Note: *There are facilitation options below if the pupils are in a virtual situation. Handouts can be provided electronically to be printed at home or as an editable Microsoft Word template to be submitted via email, learning management systems, or a live/shared document.*

Tools to Build Body Confidence

MEDIA: WHAT'S THE INFLUENCE?

Overview

Content for the *Amazing Me* programme was created in partnership with Dr. Marisol Perez, a clinical psychologist and researcher at Arizona State University and the Institute for Research and Education Advancing Children's Health (REACH). Dr. Perez has dedicated her career to assisting future generations to be less focused on appearance and more focused on respecting, liking, and appreciating their bodies.

Pupils will participate in a class-based social experiment that mimics social media usage and demonstrates the 'herding effect,' the influence that the actions of others have on one's decisions. Pupils will look at social media post styled photos, both with and without 'likes', captions. They will gather information and analyse classroom data about whether knowing what others think affects whether pupils express liking a photo. Pupils will view the video **Social Media** (https://youtu.be/yCNjiU12gf8) to reinforce what they learn from the results as well review their learning about bullying and teasing and the bystander effect.

Each activity is part of a five-lesson series that focuses on the effects of bullying and teasing on body confidence. Lessons 1–3 include core content and should be completed in sequence. Lessons 4 and 5 are supplementary and provide pupils with an opportunity to extend their learning of core concepts.

*Dove* self-esteem project

Discovery EDUCATION

Background

Body image is the way we feel about our bodies, including how it looks and functions.[1]

Research shows that body dissatisfaction contributes to the development of unhealthy behaviours in pupils and adults. People are more likely to do unhealthy things to control their weight and body shape when they focus more on appearance than body functionality.[2]

There are many factors that can cause body dissatisfaction in pupils. These factors include media and celebrity body images, pressures from family and friends to look a certain way, and teasing and bullying from peers. Any talk about body or body type (even positive statements) can result in negative feelings about one's body.[3]

Media plays a critical role in shaping individuals' attitudes about their bodies. Media promotes certain body types, which emphasise the importance of thinness for girls and muscularity for boys. Research indicates that young people's social media use is associated with more negative attitudes about their bodies.[4]

To better prepare young people from the pressures online it is recommended that they are educated on how social media influences their likes and dislikes.[5]
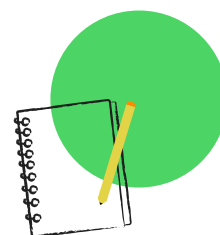
Objectives

Pupils will:

- Demonstrate understanding of the herding effect.
- Collect and analyse classroom data regarding social media.
- Make connections between social media usage and bullying and teasing.

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[1] Cash & Pruzinsky, 1990; Cash & Smolak, 2011

[2] Thompson & Stice, 2001

[3] DSEP Content Development Framework, University of West England's Center for Appearance Research, 2012

[4] Salomon, I., & Brown, C. S. (2019). The selfie generation: examining the relationship between social media use and early adolescent body image.

[5] https://www.psychologytoday.com/us/blog/smart-people-don-t-diet/201902/teens-body-image-and-social-media

Essential Question

How does social media and other's use of social media influence my body image? How can I minimise the negative effects of social media on my body image and self-esteem?

Teacher Preparation

Before the lesson:

- If you are teaching virtually, determine how you will assign groups for the Social Media Posts activity. Prepare breakout rooms prior to your session.

  - Platforms like Zoom allow you to pre-assign participants to breakout rooms. Google Meet will randomly distribute participants.

Suggestions for Implementing Virtual Meetings

- **Lighting:** Backlighting prevents your audience from seeing you clearly. Make sure that you have lighting in front of you to ensure that you are seen.

- **Camera placement:** Try to make sure that your camera is placed at eye level. This helps to create eye contact and engagement with your audience. You can use books or other items to lift your computer (if using a laptop).

- **Sound:** Make sure that you do a quick sound check before beginning your session. Ensure that you can be heard and that participants will not hear an echo effect. Consider the usage of headphones equipped with a speaker.

- **Make connections:** Remember to try to connect with your audience, which can be challenging, virtually. Connect with them using quick stories or humour.

- **Troubleshooting:** It is okay to make mistakes or have technology issues. If you have a technology hiccup or things don't go as planned, do your best to reconnect and move forward with your lesson. The best thing you can do is be prepared by testing your internet connection and sound and video settings prior to your session!

Sensitivity Note

Due to the nature of today's discussion, be aware of pupils' feelings and be sensitive to the emotions and reactions of all pupils in the classroom. There can be a diversity of emotions and reactions to these topics. Teachers should feel free to paraphrase/edit the language to suit their class.

Lesson Plan

Discuss

- Ask pupils what they think of when they hear the word 'herd.' Reinforce that a herd is a large group that moves in the same direction.

- Ask pupils how they think the concept of herding might apply to social media use. Explain that social media is websites and apps that allow people to share pictures, stories, or talk. It's all on the internet. You should also stress that most social media platforms have age restrictions and that they are not old enough to use them. You might also go on to explain that you know pupils may well be using social media, know other people who do or be looking forward to using it when they are older. This lesson will help them to understand some problems with social media.

- Explain that today the class will think about how other people's opinions on social media can affect their body image.

Do

- Divide class in half and label them as A and B. Try to separate the two halves enough so that they do not have the opportunity to see the other groups photo during the activity.

- Give out the **Social Media Post 1** handout, Group A to one half of the class and Group B to the other.

- Once the pupils have had chance to look at their image, ask how many pupils in each group would 'like' the social media post, and record on the **Social Media Post Data Collection Sheet**. Pupils can raise their hands physically or by using the 'raise hand' feature in the online meeting..

- Give out the **Social Media Post 2: Group A** handout to one half of the class and **Group B** to the other.

VIRTUAL FACILITATION OPTIONS

- Allow pupils to share their answers out loud or encourage them to write their answers down to refer to later, add to a live/shared document, or comment in a chat box.

VIRTUAL FACILITATION OPTIONS

- Use breakout rooms to put pupils into groups so they can collaborate with each other on their assigned social media post. You can choose to assign groups manually or automatically depending on how you want pupils organised and which online platform you are using.

- Another option is to upload Set A for half of the pupils and Set B for the other half in your learning management system, so not all of the pupils are looking at the same thing.

- Once the pupils have had chance to look at their image ask how many pupils in each group would 'like' the social media post, and record on the **Social Media Post Data Collection Sheet**. Pupils can raise their hands physically or by using the 'raise hand' feature in the online meeting.

- Give out the **Social Media Post 3: Group A** handout to one half of the class and **Group B** to the other.

- Once the pupils have had chance to look at their image , ask how many pupils in each group would 'like' the social media post, and record on the **Social Media Post Data Collection Sheet**. Pupils can raise their hands physically or by using the 'raise hand' feature in the online meeting.

- Show the class the differences between 'likes' in Group A and Group B while showing the different photos. Then reveal that each group was given a different form of the social media post—Group A without 'like' information, comments, and captions and Group B with.

- Ask pupils to think about the classroom data and the concept of herding (the phenomenon of individuals deciding to follow others and imitate group behaviours rather than deciding for themselves). Remind them of the influence that the actions of others have on one's decisions.

- Show the **Social Media** video (https://youtu.be/yCNjiU12gf8).

Reflect

- Distribute one sticky note to each pupil.

- Ask pupils to record one key thing they have learnt from today's lesson and stick it to the board.

- Choose sticky notes to share out loud with the class.

VIRTUAL FACILITATION OPTIONS

- This can be facilitated as a class discussion, in a live/shared document, or submitted electronically.

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Social Media Data Collection

Post	Group A Likes	Group B Likes
1		
2		
3		

Social Media Post 1: Group A

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Social Media Post 1: Group B

Can't wait to wear these to school!!!

👍 167   42 Shares

👍 Like   💬 Comment   ➤ Share

Social Media Post 2: Group A

Social Media Post 2: Group B

Cinnamon Spider!!!

82   14 Shares

Like   Comment   Share

Social Media Post 3: Group A

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Social Media Post 3: Group B

Spelling test tomorrow got me like…

😂 92   3 Shares

👍 Like   💬 Comment   ➡ Share

Curriculum Links

England

PSHE

Relationships
Respecting self and others

- **R30.** To know that personal behaviour can affect other people; to recognise and model respectful behaviour online

- **R31.** To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

- **R32.** To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

Living in the Wider World
Media literacy and digital resilience

- **L11.** To recognise ways in which the internet and social media can be used both positively and negatively

- **L16.** To know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Relationships Education
Online Relationships

- To know how information and data is shared and used online

Internet Safety and Harms

- To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

English

Comprehension

- To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Spoken language

- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- To participate in discussions and debates

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Curriculum Links

Citizenship

- **1.a** To talk and write about their opinions, and explain their views, on issues that affect themselves and society

- **2.c** To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

- **3.a** To know what affects mental health, and how to make informed choices

- **4.a** To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

- **4.d** To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

- **4.e** To recognise and challenge stereotypes

- **4.f** To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

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Scotland

Health and Wellbeing

- **2-03a** I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances

- **2-05a** I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others

- **2-06a** I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available

- **2-08a** I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support

- **2-44a** I understand that a wide range of different kinds of friendships and relationships exist

- **2-44b** I am aware that positive friendships and relationships can promote health and the health and wellbeing of others

Literacy Across Learning

- **2-07a** I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own

- **2-10a** I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently

Social Studies

- **2-16b** I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives

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Curriculum Links

Wales

Health and Well-being (Progression Step 3)

How we process and respond to our experiences affects our mental health and emotional well-being

- I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness
- I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being

Our decision-making impacts on the quality of our lives and the lives of others

- I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions
- I can anticipate how future events may make me and others feel
- I can make considered decisions, taking into account available information, including past experiences

How we engage with social influences shapes who we are and affects our health and well-being

- I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences

Languages, Literacy and Communication

Expressing ourselves through languages is key to communication

- I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen
- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect

Curriculum Links

Northern Ireland

Personal Development and Mutual Understanding

Self-Awareness

- To develop self-awareness, self-respect and self-esteem
- To explore and examine what influences their views, feelings and behaviour

Feelings and emotions

- To examine and explore their own and others' feelings and emotions
- To know how to recognise, express and manage feelings in a positive and safe way

Relationships

- To explore and examine what influences their views, feelings and behaviour.
- To consider the challenges and issues that can arise:
  – at home;
  – at school; and
  – between friends and how they can be avoided, lessened or resolved

Language and Literacy

Talking and Listening

- To participate in group and class discussions for a variety of curricular purposes
- To know, understand and use the conventions of group discussion
- To share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals
- To describe and talk about real experiences and imaginary situations and about people, places, events and artefacts